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ABSTRACT

This guide is intended for Adult Basic Education (ABE) practitioners, specifically Texas ABE cooperative directors, who wish to increase recruitment and attendance among undereducated older adults. General information may be used for all older adults, but two age categories (age 45-64 and age 65 and older) are distinguished in instances seemingly critical to understanding the information presented. Section 1 looks at the need for educational service for older learners and the Texas response. Conditions are discussed in section 2 that must be met to successfully recruit and retain older adults. These are resolving philosophical issues, especially director and staff commitment; preparing staff members to work with older learners; understanding the nature of recruitment; and making concessions. Section 3 focuses on two recruitment strategies for older adults--television (news, talk shows and local programs, public service announcements) and linkages with other agencies and business organizations. Other methods various programs have used are listed under these general areas: mass media, specialized media brochures and fliers, posters, exhibits, individual/personal contact, agency/organization contacts, groups to contact, and innovative or unusual methods. Lists of resource organizations specific to Texas are appended. (YLB)

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DIRECTOR'S GUIDE

TO

RECRUITING OLDER ADULTS

Published and Disseminated by the

SPECIAL PROJECT IN

RECRUITING AND WORKING WITH OLDER LEARNERS

Adult, Continuing and Higher Education
Department of Curriculum and Instruction
College of Education
The University of Texas at Austin
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By

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June, 1981

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PREFACE

Older adults constitute a target population often overlooked in educational planning. Enrollment and attendance figures for older learners in Adult Basic Education programs clearly show that Texas Adult Education Co-Operatives are not meeting the full range of educational needs of older learners. Many Co-Op Directors recognize this fact and express an interest in improving their services for older adults. Some Directors have expressed frustration regarding exactly how to go about doing so. This Director's Guide has been prepared for Adult Basic Education practitioners who wish to increase recruitment and attendance among undereducated older adults.

This booklet was prepared under Special Project funding from the Division of Adult and Community Education Programs, Texas Education Agency. For the purposes of funding this Project, which was entitled "Recruiting and Working with Older Learners," an arbitrary agreement was reached that the term "older learners" would refer to any undereducated adult age 45 years and above. Operationally, the Project further defined "older learners" as falling into two categories: (1) adults age 45 to 64 years, and (2) adults age 65 and older. Background research conducted during the first year of the Project attempted to distinguish consistently between these two categories of older learners. That is, all information collected and surveys conducted consistently separated older adults by the two age categories.

Given that this distinction is arbitrary and often problematic, the information presented in this booklet does not always adhere to such narrow definitions. In some sections of the booklet, the distinction between age groups is accommodated. In other sections, where information is more general in nature, the line between the two age groups is ignored. The age groupings are distinguished in instances in which the distinction seems to be critical to understanding the information being presented.

Some of the information, e.g., recruitment strategies, can be used in a more general way in reference to all categories of learners in Adult Basic Education programs. Thus Co-Op Directors may find the booklet useful as a reference document with application beyond strictly the recruitment of older learners.

This booklet represents one of three final products from the second year's operation of the Project. The three products are noted below:

*1. Five 30-second television Public Service Announcements targeted on adults age 45 and above.
(Four English-language versions and one Spanish-language version. See Appendix A for additional information.)

2. A Staff Development Package designed for teachers who wish to improve their effectiveness in working with older learners. The package is built around two slide/tape programs that identify and discuss major issues and topics related to teaching older adults.

3. Director's Guide to Recruiting Older Adults, which is this booklet.

K.C.S.

*To obtain a set of these PSAs, send a blank 3/4-inch color video cassette tape to the Division of Adult and Community Education Programs, Texas Education Agency, 201 East 11th Street, Austin, TX 78701. DACEP/TEA will duplicate a copy from a master tape.

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I. BACKGROUND INFORMATION

A. THE NEED

Older learners constitute a group that often "falls through the cracks" in terms of receiving educational services in basic education programs. This fact is unfortunate, since older adults are a "high-need" group. As a group, they constitute a special target population for adult education programs. This fact is particularly true for senior adults, as shown by the following three indicators:

1. Educational Need

Among the nearly two million adults age 60 years and older in Texas, only about one-third have completed high school. More than half have completed only eight years of school or less. About one in six has completed four or fewer years of formal schooling.

Older adults also represent the largest category, by age, of functional illiterates, when "literacy" is defined as "possessing the knowledge and skills considered basic to coping successfully in today's society." Fully half of all adults age 60 through 65 in Texas are estimated to be functionally illiterate. Even more striking, it is estimated that four in five adults above age 76 are functionally incompetent.

2. Demographics

Currently, about 15 percent of the Texas population is composed of adults age 60 and above. This figure, already higher than the national average, continues to rise. Besides having a bumper crop of "war babies" who are advancing in age, Texas is one of the sunbelt states that attract many retiring adults from other parts of the country. Demographers estimate that by 1990, 17 percent of the state's population will represent adults age 60 and above. At the turn of the century, it is estimated that fully 20 percent--one in five--of the Texas population will be persons age 60 or above.

3. Participation in Education

The younger adults who will be swelling the ranks of the "senior" category in the future probably will be better educated than the current group of senior adults. This fact is significant, because research has documented that previous educational experience is a critical factor in whether a person participates in educational activities later in life. And, although the future seniors will be better educated (when compared to the current group of senior adults), this new wave of older adults will need the kinds of educational services provided by Adult Basic Education programs--particularly in the area of increasing functional competency skills. Adult education practitioners should be preparing themselves now to deal with this new population group.

At the moment, adults in the age category of 45 years and above represent about 17 percent of the total enrollment in Texas Adult Basic Education programs. During the past five years, enrollment for this age group in Texas ABE has hovered around 15 percent. By far, the greatest enrollments have been among adults in

younger age categories, particularly the category of persons age 16 through 24 years.

In summary, then, the current group of older adults in Texas represents a high-need target population that should challenge Co-Op Directors. The potential for educational service among this group is truly staggering.

B. THE TEXAS RESPONSE

So, what are Texas Adult Education Co-Operatives doing to meet this need? Using enrollment figures as an indicator, the Texas response would fall somewhere in the range from "mediocre" to "moderate." For the past several years, adults in the age category 45 years and above have represented about 15 percent (plus or minus 2 percent) of the total enrollment in Texas programs. A survey of Adult Education Co-Ops in the fall, 1979, showed that about 20 percent of the Co-Ops enrolled fewer than 100 students in the age category 45 years and above. Among the 33 Texas Co-Ops that did enroll at least 101 students age 45 and above, enrollment among older persons was nevertheless low. For example, half the Co-Ops enrolled an average of only 46 persons in ABE for the age group 45 to 64 years. For senior adults, enrollment figures are lower still. Half the Co-Ops enrolled less than 10 adults age 65 and older in each of the major program areas (ABE, ESL, GED, HS diploma, and life skills). Keep in mind that these enrollment figures represent the effort for an entire fiscal year.

The picture is not entirely dismal, however. Many Co-Ops are making a concerted effort to improve their services for older adults. Results of the survey of Co-Ops showed that 19 Co-Ops, or 43 percent, had short-term or on-going recruitment efforts to increase their enrollments among older learners. During FY 1980, 16 Co-Ops, or 36 percent, showed recruitment of adults age 45 and above as a priority effort. Five Co-Ops, or 11 percent, stated that recruitment of adults in this age category was one of the top three priorities for the year. Additionally, many Co-Ops are recruiting adults and conducting classes at locations where senior adults congregate, such as, senior centers, nutrition sites, and community centers. Similarly, nearly half the Texas Co-ops were offering instruction in topic areas that appeal to older learners, such as health and nutrition education, use of recreation/leisure time, and coping with inflation. A smaller number of Co-ops, about 22 percent, reported offering instruction in such self-help areas as estate and financial planning, career changes for older adults, and everyday law for seniors.

Many Co-Op Directors indicated they would like to increase their services for older adults, but were constrained by several kinds of problems, the most frequent of which were funding, scheduling, and inadequate transportation. Several Directors indicated they could do a more adequate job if they had sufficient funding to pay salaries of outreach workers and specialized staff members.

Taken together, all of the efforts noted above add up to a good beginning. But, it is only a beginning. Clearly a great deal more needs to be done before Texas Co-ops can be said to be adequately responding to the educational needs of older Texans.

II. CONDITIONS NECESSARY FOR SUCCESSFULLY RECRUITING AND RETAINING OLDER ADULTS

The big question, then, is: What can Co-Op Directors do to increase enrollment among older adults and improve educational services for this category of learner? Predictably, this questions does not have a single, easy answer. Many different factors must be considered. And the average Director, bombarded daily by problems related to merely keeping the program in operation has little time to think about service to older learners as an area for program emphasis. For the Director who is serious about this target group however, and is willing to set aside time to explore the possibilities, several matters requiring attention can be pinpointed. These matters could be discussed from any one of several points of view. Perhaps the most useful point of view is to consider them as conditions that must be met if one is to successfully recruit and retain older adults. Unless all, or at least most, of these conditions are met, the Director is not likely to realize amazing results. For every condition that is not met, the program's chances for success decrease. Some of the major requisite conditions are discussed below.

A. RESOLVING PHILOSOPHICAL ISSUES

Surprisingly, perhaps, the first major issue a Director confronts is not a practical issue, but a philosophic one: commitment. What is the level of commitment of the Director and his/her staff to serving this category of adult learner? Not everyone agrees that older adults, particularly senior adults, should receive a high priority in the delivery of educational services. These are hard times for education in general and adult education in particular. Funding levels, which have never been particularly generous, are being cut. During ordinary times, Directors could afford to be more expansive in trying to meet the needs of as many groups as possible. Under current conditions, however, resources must be allocated more prudently. Setting priorities becomes serious business--not merely an obligatory nod to fulfill state office planning requirements. Under these conditions, the issue of whether to stress educational services for older adults becomes central. The old saying, "put your money where your mouth is," applies.

1. The Classic Arguments

Traditionally, two basic arguments have been advanced to justify educational programs for older adults:

The first is that senior adults have "paid their dues." During younger periods of their lives, adults who are now senior have worked, paid taxes, and given of their time and energy in various activities designed for the greater societal good. Now, as seniors, they deserve a reward. Expenditure of public funds in their behalf is proper. They now deserve a chance to reap some of the benefits they themselves provided for other persons during earlier periods of their lives. But the argument is not as clean-cut as one would prefer. The counter-argument can be advanced that many of the people who are candidates for Adult Basic Education services did not **in fact** work and pay taxes all their lives. Some may never have worked at all for pay, the argument goes. Therefore, as senior adults, they do not deserve any special favor or attention.

A more widely accepted argument centers on the notion of "quality of life." A fundamental tenet of our society is that every citizen, regardless of status, has the

inherent right to pursue happiness and a better life. Certainly this pursuit includes the right to at least a basic education.

So, before launching a push for special emphasis on older adults, a Director should thoroughly examine his/her philosophical stance on this issue. The Director must arrive at a personal point of view that he/she honestly believes and can defend.

2. Understanding the Importance of Education for Older Adults

One piece of information that may help the Director reach a definite point of view is a basic understanding of the role that education plays in the lives of older adults. During recent years, a great deal of attention to this matter has been paid by writers and researchers.

Until fairly recently and for a variety of reasons, education was not considered very important for older adults. The general belief was that adults have learned all they need to know by the time they reach middle age. This general outlook failed to take account of one critical element in modern society: rapid change. In the fast-paced, high-stress technological society of today, it is virtually impossible for any adult to learn as much as he or she really needs to know. In fact, merely keeping one's skills up to a "survival level"can be a scramble. Today's senior adults represent the first generation that has had to deal directly with the staggering effects of the information explosion. That they can cope at all is a tribute to their flexibility, stamina, and endurance.

Another erroneous assumption until recently has been that older adults are not capable of learning. This piece of bad information grew out of poorly designed research or studies conducted only among institutionalized senior adults. Now that we have become more enlightened, we know that this simply is not true. Older adults can and do learn. A normal, healthy adult who stays socially active, will not show any significant decline in intellectual capacity until **very** late in life. Unfortuantely, the effects of the earlier misinformed outlook are still with us today. Older adults are overlooked in educational planning simply because it is believed that the education will not do them any good anyway. Hopefully, Texas Adult Education Co-Op Directors do not share this archaic outlook.

The fact is that education plays an **important** role in the lives of older adults. Several writers have pointed out that the process of aging puts a person in "double jeopardy." That is, the person must cope with changes in society while at the same time trying to adjust to changes occurring within. **Undereducated** older persons may be in a situation of "triple jeopardy," in that they are not adequately equipped with the knowledge and skills needed to cope with all these changes. Lack of basic skills puts them at a disadvantage. Education is critically important to older adults as the primary opportunity to learn the coping skills they need. Absence of this opportunity can have devastating results. Co-Op Directors have the legal authority to set up programs to teach the kinds of skills that will help older adults function more effectively.

Adults in the age category 45 to 64 years value education for its future utility. They view education in relation to their own goals, which often are very clear and concrete, such as (1) to complete a GED, (2) to get a job or a better job, (3) to get a promotion, (4) to get a raise or additional job benefits. Education is important to them for outward-directed and practical reasons. It may be important as a

stepping stone to further academic education, business courses, vocational training, or other vocational goal.

Some senior adults also value education for these same reasons. However, for senior adults, education may have additional and more significant importance. This importance centers on the older adult's high need for discovering **meaning** or **purpose** in the later years. Many factors conspire against aging persons to give them a sense of loss of control over their lives. This feeling can erode self confidence and a person's sense of self worth. Education can be the mechanism--perhaps the most important mechanism--through which senior adults can reawaken their belief in self and general interest in life and learning. Education is a source for self renewal. It is a means through which the senior adult can gain a sense of increased independence and renewed belief that "I can cope--I can still make it." At a time in life when their circle of friendships is dwindling, senior adults may find the adult education class can also serve as an opportunity for developing new friendships and alliances. This opportunity to socialize with peers and younger persons is an important side benefit of participation in education.

3. Commitment of Administrators

But, the Co-Op Director who believes in senior adults' right to education and who understands the importance of this education is still not out of the woods yet. The Director still must confront the problems associated with educational services for senior adults and examine the trade-offs in the larger context of the total Co-Op program. The road to improving services for senior adults is not a broad and smoothly paved one. Numerous problems can be anticipated. Texas Co-Op Directors surveyed in 1979 reported many barriers to improving services for older learners. Most of these barriers and problems can be categorized under one of the following general headings:

a) Recruitment

Many Co-Op Directors reported inadequate information and skills centering on how to go about recruiting older students. Problems and possible solutions are discussed more fully in section D, "Understanding the Nature of Recruitment," which begins on page 9 of this booklet.

b) Funds

Money is always a problem. About half of the Co-Op Directors surveyed in 1979 said they would need funding increases of at least 20 percent for instructional salaries, and increases of about 10 percent for instructional materials. Such increases probably are not going to become available in the foreseeable future. The problem of inadequate funds for staff salaries of instructors can be overcome at least partially through the use of volunteer teachers.* Use of volunteers, of course, creates a new set of problems related to training, supervision and accountability. However, these problems probably are solvable, making use of volunteers a viable option. (For a more complete discussion of use of volunteer teachers, see the booklet, "Implementing Programs for Senior Adults in Residential Facilities." which is included in the Trainer's Guide).

*See Appendix "B" for a listing of Texas Voluntary Action Centers.

c) Transportation

A problem frequently mentioned by Co-Op Directors is lack of adequate transportation for older adults to come to the program locations. Without question, transportation is a problem. In a survey conducted among older adults attending basic education programs in the spring of 1980, nearly 15 percent said that transportation is a problem. However, a surprisingly large percentage of these adults (53 percent) reported driving their own cars to the program site. A large portion (28 percent) said they ride a bus.

Some relief for the transportation problem, at least among senior adults, may be available. Virtually every county in Texas now has a bus or van, or a volunteer shuttle service, operated with funds provided by the Area Agency on Aging* or a local service organization. Scheduling problems, of course, arise. However, this resource should not be summarily dismissed without further checking. Some Co-Op Directors have promoted car pools in which younger students bring older adults who live in their community or neighborhood. Other Co-Ops have made a point of establishing classes near bus lines or at neighborhood sites within walking distance of where the older adults reside.

d) Curriculum Guides and Instructional Materials

Perhaps the most frustrating problem for Co-Op Directors, as well as staff members, is locating instructional materials that are appropriate for older learners. The fact is that curricula and materials designed specifically for older learners are scarce. The major publishers in the area of adult education have not recognized older learners as a population with special needs. Instructional materials that are available have targeted on the older population in general, and not on the needs of undereducated older adults. The obvious implications are that someone on the staff will have to spend time locating and modifying materials for use with undereducated older learners. The most viable and productive approach appears to be modifying coping-skills curricula already available, such as programs built around Adult Performance Level objectives.**

4. Commitment of Staff

For a variety of reasons, not everyone prefers to work with older adults. In a survey conducted among Texas Adult Basic Education teachers in the spring, 1980, only about 16 percent of the teachers expressed an actual preference for working with adults age 45 and above. Only about nine percent indicated a preference for working with senior adults. There are a number of things that some teachers consider to be "problems" in working with older learners, such as older adults' poor vision and hearing, their need to work at a slower pace, their inability to concentrate for long periods of time, their need for more frequent breaks and rest periods, their need to go over the same material repeatedly. These needs of older

*See Appendix "C" for a Directory of Area Agencies on Aging

**Such a curriculum has been developed by the Geriatric Unit at Windham School District, Texas Department of Corrections. Interested Texas Co-Op Directors should write to Mr. Chris Tracy.

adults require an extra measure of patience. So, a person who is by nature **impatient** probably is not the best choice as an instructor for older learners.

As a matter of fact, there are several teacher qualities or characteristics that seem to go hand-in-glove with success in working with older adults. Among these characteristics, the most important appear to be:

1. Honest preference for working with older adults.

2. Genuine interest in the individual students, and a willingness to become very personally involved.

3. Tolerance of frequent and sometimes abrupt mood changes, particularly in senior adults (often a result of changes in medication, rapid decline in general health, death of a spouse or friend, or other significant change in circumstances.)

4. Flexibility to respond to changing needs and interests of the student.

5. Understanding and acceptance that older adults' goals in education may be different from younger persons' goals, and possibly modest by comparison.

6. Patience to repeat instructions and go over material several times; ability to adjust pace to accommodate slower information-processing and response times.

7. Willingness to relax normal operating procedures to allow the older adult to "fit in" better.

8. Ability to operate in a total absence of learner assessment or achievement measures. (Most teachers working with older learners have reported using no assessment instrument of any kind.)

9. Tolerance and stamina to work in temporary quarters and distracting circumstances, as may occur, for example, in residential facilities and nutrition sites.

Some instructors may suffer from negative stereotypes about older people, which are often reflected in negative attitudes. These stereotypes and attitudes may reflect simply the absence of correct knowledge about aging and older persons. Sometimes attitudes can be changed through training (such as the use of the staff development material developed by this project.) On the teacher survey in 1980, approximately half of the teachers said that learner age is irrelevant--that they could work with learners of all ages. Teachers who start from a **neutral** attitude, as opposed to a **negative** attitude, probably can be trained to work effectively with older persons.

The wise Co-Op Director, however, will not assign an instructor to work with older learners without first checking into the instructor's feelings about aging and working with older adults. More than one Director has reported overlooking this important step, with the result of unpleasant situations for both the learners and the instructor. When resources permit, the Director should not select an instructor who states a clear preference for working with younger groups.

All of the items mentioned above must be brought into clear focus as the Director tries to resolve the basic question of whether to place special emphasis on working with older learners. The importance of adequately resolving this basic philosophic question cannot be overstressed. The Director must reach a decision with which he or she is comfortable. The Director's own personal stance represents the single most crucial element in successfully programming educational opportunities for older adults. The Director's position will be clearly reflected in matters such as recommendations to the Co-Op Coordinating Committee on setting priorities and allocating resources. The Director sets the general tone that likely will be adopted by personnel throughout the Co-Op area. In the final analysis, the Director who honestly believes in providing high quality educational services for older adults will find ways to remove the barriers. It is easy to think of many reasons programming for older learners will **not** work. That is why **genuine commitment** on the part of the Co-Op Director is so crucial.

B. PREPARING STAFF MEMBERS TO WORK WITH OLDER LEARNERS

A fundamental proposition in adult education is that teachers who are trained to work with children are not, therefore, automatically qualified to work with adults. In a more limited sense, the same thing can be said of teachers who work with older learners. So, the second condition necessary for a successful program with older adults is to make sure that the instructional staff is prepared to work with this population. It is unfair to ask a teacher to work with any population without at least a general orientation to the needs of that specific group. Most Co-Op Directors recognize this fact. The state office requires instructors who have never taught in adult education to participate in six hours of pre-service training. Teacher training materials now are available, developed by this Special Project, to acquaint teachers with the nature and needs of older adults. Co-Op Directors should find the staff development material helpful in preparing teachers to work with this category of learners.

The training material is designed to provide basic information about the processes of aging and their possible impact on individuals. In general, the training materials touch on the topics shown below. (The Director is encouraged to scan the table of contents in the Trainer's Guide.)

1) **The Concept of Aging:** The term "old" can be defined several different ways. Deciding who is "old" may not be a simple matter. Teachers need to understand why this is true.

2) **Knowledge About Older Adults:** A surprisingly large percentage of persons in this country are uninformed or misinformed about aging and older persons. Much of what we accept as "common knowledge" about older people is, in fact, incorrect. Teachers need to separate the myths from the facts.

3) **Social Values and Stereotypes about Older People:** Many writers are convinced that older people in our society suffer from negative stereotypes. Some of these stereotypes arise from the fact that our society is production and youth-oriented. Teachers need to understand how our dominant cultural values can bias us against older persons, and the bad effects negative stereotypes can have on the older persons themselves. Teachers need to examine their own stereotypes about older people.

4) **Different Responses to the Aging Process:** Not everyone responds to the aging process in the same way. In fact, responses show a remarkably wide range of patterns. Additionally, as people age, they move through a series of developmental steps or stages. The developmental tasks that must be completed by older adults are not the same as those for younger people. Teachers need a general orientation to the "theories" of aging, the interrelationship of personality traits to aging patterns, and a general understanding of the psychological tasks that older learners confront.

5) **Education and Older Adults:** Aging is a complex process. Education and continued learning can greatly assist older persons in successfully coping with the many changes with which they are confronted. Older adults do not always "use" education in the same way younger persons use it. Teachers should be acquainted with some of the purposes of education and learning in the lives of older adults.

6) **Developing A Personal Philosophy:** To work effectively with older learners, teachers need to identify and examine their basic assumptions about older people and the capacity of older adults to learn. Further, teachers need to adopt an educational approach that is appropriate for instructing older adults.

7) **Changes with Aging that May Affect Learning:** Some of the changes that occur with aging have a direct impact on a person's ability to learn. Other changes have an indirect impact. Teachers need to understand the importance of sensory and psychomotor changes, changes in cognitive functioning, as well as the role in learning played by motivational and environmental factors. Teachers need to understand how older adults process information.

8) **Implementing Programs in Residential Facilities:** Senior adults in residential facilities represent a population often overlooked in the planning of Co-Op programs. Teachers need to become acquainted with some of the basic issues related to conducting classes at residential sites. They need to become familiar with the possibilities and the predictable problems.

Older adults present a combination of interests, needs, and skills to which the average teacher may not be tuned. To be fair, any experienced adult education teacher probably could do an acceptable job if confronted with a room full of older learners. Most adult education practitioners, however, are not content merely to do an "acceptable" job. Most strive to go beyond that level of performance. Most want to enter the teaching situation as fully equipped as possible. The Co-Op Director who seriously wishes to improve educational services for older learners will recognize preparation of teachers as a prerequisite condition for success. Teachers need and deserve such preparation.

C. UNDERSTANDING THE NATURE OF RECRUITMENT

"Recruitment" is a term frequently heard in adult education circles. Almost invariably, it shows up in Co-Op annual operating plans as a short-term or long-term priority. Similarly, it is a topic often mentioned by teachers and counselors in needs assessments taken among Co-Op personnel to set staff development priorities for the year. Everyone knows that the term "recruitment" refers in general to activities designed to bring more students into the Co-Op program. But, the Co-Op Director who wishes to increase enrollment among **older** learners needs to understand that the term really means different things to different groups of

learners under different circumstances. It is virtually impossible to design a successful "recruitment effort" without analyzing the target group in question. As one Co-Op Director stated:

> Recruiting students is more or less like fishing. You can throw a big net in a big pond and still not catch any fish. On the other hand, you can throw a small net in a small pond where you know there are fish, and probably haul in a pretty good catch.

1. "Recruitment" as Experienced by the Learner

Interestingly, however, most of the "fish" (learners) do not sense the experience of having been "caught" (recruited). In a survey of adult learners conducted in the spring of 1980, most adults perceived their attendance in ABE to be a **self-initiated act.** Most adults reported that they made a conscious decision to begin attending classes. For adults in the age range 45 to 64 years, this decision keyed off a specific **life event** (most often job-related) or a **felt need** to pursue a specific goal (e.g., get a GED). As always, a few adults in the age category of 45 to 64 years reported that they were attracted by available stipends. For senior learners, the decision to attend classes often represented a need to socialize and recreate. Some members of both age groups also reported that they made the decision because of an emerging sense of a need to **learn more**–a **generalized motivation** to learn.

One specific group of senior adults did acknowledge a sense of having been "recruited" (almost always directly contacted by a teacher): senior adults in residential settings. However, to complete the analogy with fishing, these "fish" were not "caught"; they voluntarily sought out the net and put themselves in it.

2. Scrapping the "Hard-Sell"

Knowledge that older adults perceive their attendance in ABE as a **self-initiated act** should provide Co-Op Directors with a new perspective on "recruitment." Traditionally, the term "recruitment" never stands alone. Almost invariably it is coupled with another term such as "campaign." One Co-Op even referred to its outreach efforts as a "recruitment blitz." Terms such as "campaign," methods," and "techniques" all suggest an energetic, action-oriented activity. In marketing jargon, they are terms associated with **the hard sell.** For recruiting older adults, however, the time and energy put into **the hard sell** may be resources down the drain. For older adults, a low-key approach probably is more appropriate. The secret seems to be simply making sure information about the program is available on a continual basis so that older adults can find their way to the program once they have made the decision to begin an "educational" type of activity. The message should be simple, clear and toned down. The objective is simply to provide information on availability of the program, rather than trying to **convince** the older adult that he or she **should** join the program. Loud music, flashing lights, and catchy phrases are fine for younger age groups. Older adults tune them out.

Moral: *If your appeal is pitched toward older learners, scrap the* ***hard*** *sell and go with the* ***soft****.*

3. Special Situations for Senior Learners

As noted above, the term "recruitment" means different things to different groups of people under different circumstances. This fact is particularly true in the case of senior learners. The main reason is that senior adults usually attend classes at locations and sites that are not traditionally part of the adult education network, i.e., residential sites, congregate meal sites, and senior centers. Many Co-Op Directors have no experience or, at best, limited experience with recruiting students at these sites. And, understandably so, because these sites do present special situations in relation to recruiting learners.

a) **Residential Sites:** Residential sites usually are either nursing care facilities or alternate care facilitites. "Recruitment" almost always means a direct, personal exchange between the potential student and the teacher. Occasionally, the contact may be between the potential student and a current student. Almost invariably, the recruitment occurs in two distinct stages:

1) **Making Friends:** Before "recruiting" the senior adult, the teacher first must become a friend or someone the older person trusts. Achieving this first stage usually means investing considerable time and energy before and after class simply visiting residents.

2) **Inviting the Senior Adult to Class:** Eventually, of course, the teacher will invite the older adult to participate in the adult education class. For a variety of reasons, however, the teacher may never actually use the term "class." This term has negative connotations for many older adults. So, the adult education class may be called by another name such as "continuing education," "discussion group," or "morning meeting." *(A rose by any other name is still a rose.)*

Teachers who are experienced in working in residential facilities report that recruiting is not an **event.** Rather, it is a continuous process of informing and reminding, and trying to arrange for high visibility of adult education activities. Teachers report that they often escort students from their rooms to the area where class is held. This requires extra time and effort by the teacher, who must arrive at the site early enough to **"round up"** the senior learners.

b) **Congregate Meal Sites and Senior Centers**

The teacher attempting to recruit learners in nutrition sites, congregate meal sites, and senior centers is confronted with a totally different set of circumstances. Senior adults come to these sites for two basic reasons, neither of which is "educational." The first is **to eat,** and the second is **to socialize.** Generally speaking, these senior adults are largely alert, mobile, independent, and self-sufficient. Many do not have a **felt need** for continued learning. Or, if they do feel such a need, they do not associate it with their attendance at the senior gathering. Adult education activities at these sites may strike older adults as being **novel.** It may take them a while to understand what adult education is all about.

The teacher attempting to establish a class at a meal site or senior center is confronted with two particular problems:

1) **Competition with Recreational Activities.** Most activities set up at meal sites and or senior centers are designed for recreation and socialization, e.g., arts, crafts, exercise classes, bingo, card games, dominoes, etc. These activities serve a

vital function for older adults. In fact, in many cases, they may represent the single most important reason the adult is coming to the site in the first place. Faced with this stiff competition, teachers who have successfully established classes at these sites have usually used one of two basic tactics:

(a) Fighting fire with fire: Some teachers have elected to tackle the competition head-on. They organize their class content around activities that promote high interaction among the learners. They rely heavily on educational games, role playing, and discussion groups. They incorporate and promote **socializing** as an important element in their instructional approach. One successful teacher has referred to these activities as **vestibule activities** used to attract older adults and hold their attention long enough to get them **hooked** on the idea of attending classes. This teacher reports that many older adults quickly move from these more **social** activities toward an interest in learning per se, e.g., improvement of their reading, writing, computation, and coping skills.

(b) Being available: The second major tactic involves simply being available as a source of information on topics older adults may find interesting and useful, such as, information about social security, health, nutrition, and legal matters. These teachers make it a point to find out quickly what kinds of topics adults at a particular site are interested in. The teacher then collects a wide variety of pamphlets, brochures, booklets, etc., and establishes a resource center or table somewhere in a high-traffic area. Thus, the teacher becomes a credible source of information the older adults need. The teacher then works individually with older adults or organizes small discussion groups or work groups around specific topics of interest. One strategy that seems to work well is arranging for guest speakers to discuss topics of high interest to older adults at the site. The guest speaker is used to kick off or launch discussion groups organized around a specific topic.

2) Territoriality. Co-Op Directors and teachers who wish to establish classes at meal sites and senior centers need to recognize that these locations are essentially someone else's **territory.** Many such sites are established by local initiative. They are frequently community projects established and promoted by the same people who are attending. Consequently, the participants may feel **possessive** about their centers. This fact means that the Co-Op Director must approach the center director diplomatically. Do not assume that the center personnel will share the adult educator's enthusiasm for lifelong learning. To be successful, the Co-Op Director or teacher must establish the adult education activities on terms dictated by the center personnel. Without the support of the local leaders, the adult education effort is doomed from the start. Conversely, a local leader who is convinced of the value of adult education can become a great asset, by providing space and resources and by **talking up** adult education among site participants.

In summary, then, the Co-Op Director who is to be successful in recruiting older learners must recognize that **recruitment** is a term with many possible definitions. The director will recognize the many forms that recruitment takes for different groups under different circumstances. Simply thinking of recruitment as a single kind of activity does not make any sense and is not productive. Understanding the nature of recruitment is a requisite condition for successfully recruiting older adults.

D. MAKING CONCESSIONS

The fourth major condition for successfully recruiting older learners is the Co-Op Director's willingness to make certain concessions. For most Directors, this condition should be easy to meet. Experienced Directors are accustomed to winding and weaving their way through all sorts of ambiguous situations. Co-Op Directors are like skilled jugglers, capable of keeping many objects in the air simultaneously. The successful Director is constantly changing tactics, approaches, and strategies in order to meet a constant stream of challenges. In the case of successfully recruiting and retaining older adults, this flexibility probably will include making some concessions. Main areas in which this likely will occur are discussed below.

1) **Meeting Needs of Older Adults.** In relation to improving educational services for older adults, the well-worn phrase **meeting adults where they are** takes on new significance. There are at least four major areas in which the director will need to fulfill this dictum.

a) Recruiting Where They Are: As simple as it may sound, recruiting older adults in locations where they naturally congregate is a tactic overlooked by many Texas Adult Education Co-Operatives. Reasons for not recruiting at these sites vary from Co-Op to Co-Op and probably are complex. Information gathered during a survey of Texas Adult Education Co-Ops in the fall of 1979 was divided to look separately at recruiting patterns of Co-Ops with more than 20 percent enrollment of older adults versus the patterns for Co Ops with less than 20 percent enrollment among this age category. Co-Ops that were more successful in enrolling older learners showed a high level of recruitment at **nutrition sites, community centers, senior centers,** and **activity centers.** Conversely, the Co-Ops that were less successful with older learners showed much lower levels of recruitment activity in these locations. The successful Co-Ops also showed a moderate amount of recruitment activity in public housing and at private residences. The less successful Co-Ops showed virtually no effort to recruit learners in these two locations.

b) Holding Classes Where They Are. Results of the survey show similar patterns for class locations. That is, the more successful Co-Ops were more likely to hold classes in **senior centers, nursing homes,** and at **nutrition sites.** Similar patterns were seen in programs in six other states with more than 20 percent enrollment among older adults. The predominant site in these states was the **senior center.** Additionally, about one-fourth of the programs reported holding classes in and around retirement villages. The message seems to be that, where possible, Co-Ops should take the classes to the older learners, rather than waiting for the older adult to come to the Adult Learning Center or public school facility. (Recruiting adults for classes in these latter two locations presents a different set of problems. Possible strategies for recruiting at these locations are discussed under Section III, which begins on page 15.)

c) Recognizing Patterns of Attendance Among Older Adults: Older adults appear not to have the same attendance habits as younger adults. For example, senior adults attend class less often and stay for shorter periods of time. About two-thirds of the senior adults interviewed in the spring, 1980, said they attend class only **one** or **two** days per week, and four out of five reported staying *less than an hour* each time they attended class. About half said they thought a class **should** last about a half-hour to an hour. Most of the senior adults interviewed said they

preferred to attend class in the **mornings,** with about three in four specifically stating a preference for the time period 10:00 a.m. to noon. About two-thirds of the senior adults reported they **learn better** in the mornings. These stated preferences and actual attendance patterns may mean that the Co-Op Director must rearrange teaching schedules in order to make instructors available at the times most preferred by the older learners.

Adults in the age range 45-64 years do not present as much of a scheduling problem. For the most part, their attendance patterns reflect those of the **general** adult education population. In other words, they attend more frequently and stay longer. Most adults in this age category who were interviewed said they usually attend **three** or **more days** per week, and usually stay in class or at the ALC **2-½ hours** or more. Most preferred either *early morning* classes (8:00 to 10:00 a.m.) or *late evening* classes (6:00 to 9:00 p.m.). So, for the age group 45-64 years the Co-Op Director may not necessarily have to make any special concessions to meet learner preferences.

d) Accommodating Class Size: One other minor concession the Co-Op Director may have to make relates to class size. Senior learners seem to prefer larger classes (classes of eight or more), while younger students seem to prefer working either alone or in smaller groups. Presumably, the senior learners enjoy the interaction with other class members.

2) Accepting the Bad with the Good. Two other important points need to be made with regard to **concessions.**

a) Tolerating Poor Learning Environments. The first point is that Co-Op Directors who are taking the classes to the students may discover, when they arrive, that there is really no **adequate place** to hold the class. The sites where older adults naturally congregate--senior centers, congregate meal sites, activity centers and residential facilities--are all set up for primary reasons other than education. Most do not have separate, well-lighted, quiet areas where the class can be held. In activity centers, for example, the class may be held in the same room with the painters and potters. In residential facilities, the **classroom** may be simply a corner of the cafeteria, a day room, or perhaps even a hallway.

The teacher may be competing with many distractions--frequent foot traffic, television, radio, piano, domino games, etc. Needless to say, such an environment is not particularly conducive to academic learning.

A related problem is that the teacher likely will not have any permanent area for storing supplies and materials. This seemingly small item can quickly turn into a large hassle. Not all teachers can operate out of the car trunk. And, even those who can tolerate this inconvenience find that the novelty wears off quickly. (In more than one Co-Op, classes at some of the "natural" sites were shut down simply because teachers got tired of **lugging around** materials and equipment.)

b) Blending In. One other possible concession is that the Co-Op Director may have to be willing to **mesh** or **merge** the adult education effort with other ongoing activities at the site. From time to time, this situation will arise at all of the sites mentioned--not merely residential sites. This does not mean that the adult education program must lose its identity completely. It does mean, however, that the participants at the site may view the teacher and the adult class as part of the **regular** programming activities occurring at the site. Particularly in

residential facilities, the teacher may be viewed as a member of the **regular staff.** This situation is not entirely bad. In fact, the teachers who are most successful in working with older adults in these non-traditional sites are the teachers who can become **members of the team.** Teachers who report that they are viewed as **outsiders** have been much less successful at these sites. If the objective is to serve the educational needs of the older adults, this situation does not become an issue. Reporting and accountability requirements can still be met. However, the Co-Op Director who has a high need to preserve absolute program identity should think twice before attempting to set up classes at these sites.

III. RECRUITMENT STRATEGIES FOR OLDER ADULTS

There are several recruitment strategies Co-Op Directors may want to consider in attempting to attract older learners to the ABE program.

A. THE POWER OF TELEVISION

Perhaps the single vehicle with the most potential for recruiting older adults is television. Ownership of TVs in the United States is virtually universal among all socioeconomic levels. A **Nielsen** report in 1980 showed that 98 percent of all households in the U.S. owned at least one television set. In 83 percent of these households, the set was color. About half the households owned two or more TV sets. In the average household the television set is turned on about six and one-half hours a day. The approximately **700** commercial television stations in the United States broadcast almost **five million hours** of programming each year. People of **all** ages spend a great deal of their time watching these programs. The **Nielsen** estimate shows that men and women **age 50 years and older** watch more **television** than do members of any other age group. A poll by Louis Harris and Associates found that **persons over age 65** spend more time with **television** than with all other media combined--newspapers, radio, books, magazines.

1. How Older Adults Use Television*

But television does not have the same **meaning** for older persons that it does for younger age groups. That is, they **use** television in different ways. Some of these ways are shown below.

a) Involvement: Television has been characterized as older adults' **window to the world.** It is their connecting link to events happening in the larger community. Since, through television, they are sharing the same information as other people in the community, television is one way older adults get a sense of involvement.

b) Companionship: Some older adults use television as a **substitute** for the real people--family members, friends, relatives--with whom they may have less frequent contact during the later years. Television becomes a **substitute friend** who is always nearby and fairly pleasant to be with.

c) Time Demarcation: For people still in the work force, daily routines are primarily structured around job requirements and the clock. Structure is

*Uses identified and discussed by Richard H. Davis, Television and the Aging Audience, published by the Ethel Percy Andrus Gerontology Center, University of Southern California, Los Angeles.

comfortable. For the retired person, who may not have as many external obligations, there is much less time structure. Many older adults use television to fill the void, that is, as a way of dividing up the day. From the early morning news at 6:30 until the late news or station sign-off in the evening, many older adults structure the day around **broadcast time** of favorite programs.

d) Time Structure: In a similar sense, television also **fills up the time.** A person who is watching TV is doing **something**--as opposed to doing **nothing.** It provides a sense that one is not merely moving through a time vacuum. The vacuum does not exist, because something is there to fill it: namely, television.

2. How Adult Educators Can Use Television for Recruitment

Given that older adults spend a lot of time with T.V., its potential as a recruitment tool is immense. Tapping this potential may be **easier** than the Co-Op Director might at first think. To capitalize on use of T.V., the Director needs to know a few basic concepts related to television, as noted below.

a) Three Main Roads to T.V. Exposure: There are three possibilities for exposure on television. The Co-Op Director who is able to use all three ways is fortunate. With even moderate luck, however, a Director should be able to use one or two ways.

(1) News: Probably the best exposure comes through on-air mention of the adult program on regular news casts. Television news is the most **believable** source of information for the American Public. Being the subject of a news story gives the program a certain legitimacy. Several major events happen during the year that constitute bona fide newsworthy material--graduations, term opening, ethnic celebrations, open houses, and other special events. These events make logical times to try to get T.V. exposure for the program. Unless you have something incredible happen, the most you can realistically expect is brief exposure--about 20 to 30 seconds. But, this brief period does serve an important "awareness raising" function. Viewers know at least that there is an adult program.

The key to getting newscast exposure is **patience.** The Director must recognize that competition for news mention is extremely stiff, and that "education stories" are not looked upon by T.V. news directors as **hot copy.** Nevertheless, all stations have "slow news nights" from time to time. On these nights, news directors are willing to air stories that might be shoved aside on "ordinary" news nights. So, be quietly persistent and do not get discouraged. If you have a legitimate, newsworthy event, call the local station and tell them. You will get, on the average, about three stories in ten on the air.

(2) Talk Shows and Local Programs: Another fairly good possibility for T.V. exposure comes through talk shows. Almost all commercial stations have locally originated talk shows, usually aired during the noon hour or early evening (before 5:00 p.m.). Hosts/hostesses of these shows are constantly on the lookout for interesting material to discuss and people to interview. The most promising possibilities are to arrange for **students** or **teachers** to be guests on such shows (rather than appearing yourself). Students are the first choice, as they represent for the viewer persons who are actually participating in the program **right now.** As

such, they are a very credible source of information. Students are often less inhibited and more interesting to hear from than are "professional educators." They shine best when talking about their own interests and experiences. (The teacher or host/hostess can give the purely informational messages about location, operating schedues and so forth.)

(3) Public Service Announcements: Perhaps the most available channel to T.V. exposure is the Public Service Announcement. PSAs are usually short--10, 20, 30 and occasionally 60 seconds. They are broadcast as "filler items" whenever the local station needs to fill time **gaps** created by "untimed" programs fed down the line from large networks--e.g., sports events that may end earlier than scheduled. Commercial stations are required for licensing by the Federal Communications Commission to devote a certain portion of air time to broadcasting public service announcements. Stations **also** are required to make available gratis a certain number of hours of STUDIO TIME. This latter, frequently overlooked, fact means that the local station may be willing to actually **produce** the PSA for you. Thus, hundreds of dollars worth of personnel and equipment time may be available to you **free.** As you might expect, competition for **studio time** is much stiffer than merely trying to secure **air** time. But, with a little planning and persistence, you probably can have a PSA made for your adult education program. Certainly you should not dismiss the possibility without checking it out. A few suggestions are made in paragraph "(b)" below.

b) Trying Your Hand at Public Service Announcements:--Basic Considerations: In thinking about the possibility of a locally produced PSA, keep in mind a couple of "basics." First, remember that television is primarily a "visual" medium. Thus, the more action (movement) you can provide, the better. The first choice for visuals would be actual videotapes of people actively **doing things**--entering the ALC, interacting with each other in class, writing, and so forth.

Second choice would be a series of three to five color slides taken in and around the ALC or classroom. Running the slides through a projector called a "slide chain" can effectively create the feeling of movement (the slides are changing).

The third choice, but nevertheless effective, is a single slide--preferably a scene from the ALC or classroom--with a telephone number superimposed on it. This set-up is often used for quick (10-second) airing of the PSA between programs. A good technique to increase "recognition" of your adult education facility is to provide a slide with **your** building and the **station's** call letters/numbers. The station is apt to use such a slide frequently, during "station identification" periods (required at least once each hour by the FCC).

Develop a Tactical Plan: Your chances of convincing a local station to produce a PSA for you may be better than you think. Approach the matter systematically, and have a general scheme in mind.

(a) First, get all of the pertinent information about the program typed up neatly on a "fact sheet." This sheet does not have to be elaborate, just **comprehensive** and **accurate.** Be sure to include your name and telephone number as a "contact person."

(b) Contact the station and arrange an interview with the appropriate person (probably designated the Public Service Director).* Find out when this

*See Appendix "D" for an example of a "guide" a Public Service Director may give you.

person is "least busy" (probably mid-morning or mid-afternoon). Go to the station and make a brief, straightforward pitch. Respect the director's time. The world of commerical television is extremely hectic. Keep your presentation to **five minutes maximum.**

(c) Ask for what you want. Be clear about it. (You want that station to produce a PSA for the local adult education program.) If you have any ideas for content or story-line, mention them. Remember to keep the message **brief** and **simple.** Be prepared to have your idea cast aside or heavily modified.

(d) Don't be intimidated by the high-technology trappings or high-pressure atmosphere.

(e) Offer to prepare a "letter for the files." Commercial stations have to prove to the FCC that they are responsive to local needs. They do so primarily through letters of support from various constitutents (such as you) in the viewing area. Letters are important. Capitalize on this fact.

(f) Establish yourself as a liaison person to make all logistics arrangements related to the production. These can become considerable. You should be responsible for arranging for students and teachers to be available and ready at the designated time. Think about the specific group of potential students you are aiming for. Have learners who are similar to the target group appear in the PSAs (e.g., senior adults). You will need to get a "television release" signed by every person whose image is recognizable (see Sample Release in Appendix "E"). You should be on hand during the taping sessions. Be unobtrusive, but be available.

(g) Don't ask to preview the PSA before it is aired. Such a request might be construed as an attempt to edit. The television station personnel are the "professionals." Trust them to do a good job.

(h) Suggest a time you think the PSA would reach the most viewers in the target group you are seeking. (For example, many older adults watch T.V. early in the mornings, but not after the final evening news.) You may not get the preferred times, but you can at least provide the director with information about viewers you are trying to reach. Directors try to take such matters into consideration when scheduling PSAs.

(i) Be vocally appreciative. Get teachers and students to call and write the station expressing appreciation for the PSA.

B. LINKAGES WITH OTHER PROGRAMS

Co-Op Directors who are consistently successful in recruiting adult learners recognize that recruitment is much too large a task to tackle alone. Directors need all the help they can get.

1. Social Service Agencies

One tactic that has proven reliable through the years is to create a network of linkages and connections with other organizations--particularly social service agencies. Some organizations--such as the Texas Rehabilitation Commission (TRC), the Texas Department of Human Resources (TDHR), and certain Comprehensive Education and Training Act (CETA) programs--have funds available to

contract directly with other groups to purchase educational services. Adult Education Co-Operatives are the most logical source of such services. Unfortunately, decision-makers and contracting officers in these organizations are not always aware that adult education even exists. Consequently, the onus is on Co-Op Directors and supervisors to make sure other programs, organizations and agencies in the Co-Op area know about available services.

The most effective vehicle for setting up an interagency network is direct contact by telephone or personal visit. **Nothing** else is as effective. Identify and locate the persons in the agency who are most apt to refer clients for other services. Usually these persons are the "intake" counselors or caseworkers. Provide these people with a one-page fact sheet about the adult education program--what's available, operating schedules, etc. Social agencies deal with thousands of persons every month. If they refer only one percent of their applicants or clients, this low percentage represents a significant number of people. And, since referral is an ongoing, year-long activity, the influx of new adult learners should be steady all year long.

But don't leave it to chance. Assign a staff member or aide the task of calling other agency contact persons at least once per month, just by way of "reminder." This contact serves the important function of keeping other agencies **aware** of the Co-Op. Another good idea is to encourage learners who are clients of the other agencies to report their experience and satisfaction to the agencies. Once the contact people understand the **value** of adult education, they are more apt to refer additional clients. The **personal testimonies** of current learners is the most potent "advertising" a Co-Op can get.

Two agencies that may prove especially helpful are the Area Agency on Aging and the Volunteer Action Center. The AAA can provide referrals and information about setting up classes at congregate meal sites and senior centers, as well as information about availability of transportation services. The VAC Director may be able to arrange for volunteer teachers and teacher aides. (Check for names and addresses of AAAs and VACs in Appendices "B" and "C".)

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VALUABLE CONTACTS FOR ADULT EDUCATORS

Texas Adult Educators have good friends in Austin.

- If you are unable to locate the AAA servicing your Co-Op, or if you have questions about services available to senior Texans, write:

Ms. Ouida Gossett
Texas Department of Aging
(formerly Governor's Committee on Aging)
210 Barton Springs Road
Austin, Texas

Ms. Gossett has made presentations at several Adult Education workshops and conferences, and is interested in adult education.

- If you need additional information about organizing or using volunteer services, write to:

Ms. Polly Sowell, Director
Governor's Office for Volunteer Services
Suite 104
Sam Houston State Office Building
Austin, TX

Ms. Sowell is an enthusiastic proponent of use of volunteers, and is interested in adult education. She served on the Advisory Council to the "Special Project on Recruitment and Retention of Older Adults" during 1979-1980.

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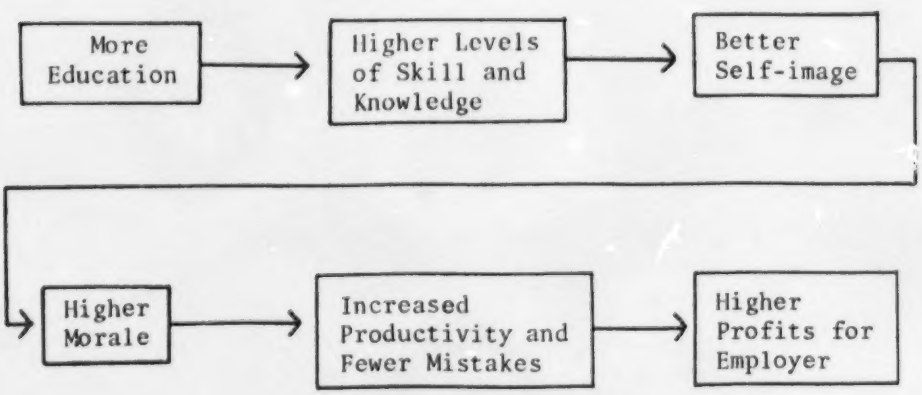
2. Business/Industry Organizations

Co-Op Directors are often advised to "contact businesses and industries in the Co-Op areas" as possible sources of learners. Few Directors, however, take this admonition seriously. Contact usually is perfunctory and consists of simply sending out questionnaires during the "needs assessment" stage of annual planning.

Directors' reluctance to deal with business and industry is understandable. Many Directors have put a lot of energy and time into doing so, but with poor success rates (through no fault of their own). Directors have encountered **negative attitudes** on the part of employees toward providing educational opportunities for their employees. There is no magic formula for overcoming negative attitudes. In some cases, it simply is not possible.

The most effective tactic is to figure out how the **employer** will benefit from encouraging workers to upgrade their knowledge and skill levels. In the final analysis, this probably translates to **dollars**--although a fair percentage of employers also are interested in improving employee **morale**. In theory, the progression goes as follows:



This model may be a bit simplistic, and some Directors may object to appealing to the employer's profit motive. But, keep in mind that getting the attention of the employer is simply the **means** to an **end**--providing educational opportunities to undereducated adults.

Furthermore, Directors do not have to deal with and convince **every** employer in the Co-Op area. The most time-efficient strategy is to deal with **only one or two employers.** Don't dilute your effectiveness by spreading attention to everyone. Successful ideas and productive programs have a remarkable way of spreading from one business to another. There definitely is a **bandwagon** or **domino effect** among

for-profit organizations--mainly because business persons are constantly on the lookout for new ideas and ways for increasing productivity and profits.

With these facts in mind, consider the following strategy for establishing an Adult Basic Education class in at least **one** local business during the next six-month period:

Step 1: SELECT AN APPROPRIATE TARGET BUSINESS/INDUSTRY*

It makes very little sense to contact businesses in which all or most of the employees are white collar workers. Select a business in which the likelihood of finding undereducated workers is relatively high. While this step sounds simple, some adults educators overlook it and spend fruitless hours trying to "hustle" businesses that truly have **no** need for adult education services.

Step 2: QUALIFY THE PROSPECT

Determine which unit within the organization has responsibility for education and training, and find out the name of the **highest level** person in that unit, e.g., the Director of Training. Call that person **directly** and set up an appointment.

Step 3: PREPARE A TACTICAL PLAN

Before you meet with the business' representative, do your homework.

a) Find out some basics about the business. This does **not** require extensive study or a large investment of time. Just make sure you know at least: 1) what kind of product(s) the company makes/sells; 2) basic use(s) of the product(s), and 3) approximately how many employees might benefit from adult education classes.

b) Prepare a short presentation that lays out the facts about adult education. This presentation needs to be brief and to the point.

c) Think about exactly what **action** you are going to ask the person to take. Know ahead of time what you are going to say. Also think about and prepare to respond to questions and objections the employer may have.

*There are several sources of information about area business/industries. Start with the local Chamber of Commerce or regional office of the Texas Employment Commission. Another valuable reference is the Business Sales & Employment Reporting System of the Texas Natural Resources Information System. For a moderate fee, you can obtain a computer printout of up-to-date information about businesses in your area. Write to: Director of Publications, Texas Natural Resources Information System, P. O. Box 13087, Austin, TX 78711, (or call 512/475-3321.)

Step 4: MEET AND PRESENT

Keep the appointment. Be prompt, courteous and to the point. Make your basic presentation, and then offer the representative a couple of options, such as:

a) Holding classes at the business site and giving employees "released time" to attend--say, a couple of hours per week. (This arrangement is usually reciprocal, that is, the employees also have to devote an hour of their own time for each hour the employer contributes.)

b) Alternately, the classes could be held at the business site, but during **evening** hours. Time to attend would represent employee time only.

c) Transporting the employees en masse to the ALC immediately after work, using company vehicles. Free shuttle service may provide employees the extra motivation they need to attend classes.

Throughout the presentation, keep pointing out and stressing benefits to the employer--such as improved employee job satisfaction, higher morale, fewer mistakes, less costly mistakes, etc.

Step 5: ASK FOR COMMITMENT

At the end of your presentation, ask the employer to make a definite agreement to "try out" an arrangement for adult education. Make sure you clearly specify what the Co-Op will provide and what the employer is to provide. Remember that private businesses are **accustomed to paying for services** they receive. The employer may be willing to underwrite the **entire** effort, including cost of all materials and teachers' salaries.

Step 6: FOLLOW THROUGH

Be sure to follow through and keep the Co-Op's end of the bargain. The Director may have to personally handle the preliminary logistics of getting the class set up and operating. Do everything you can to solve problems quickly and minimize hassles. Getting the first class off to a smooth start is very important since the employer will be watching closely to see how things are going. Success with the first class may lead to bigger, better things. Failure may close the door permanently to any future adult education activities with that particular business. So, make the first class a priority item. Give it the attention it deserves.

The Director who follows the six-step procedure outlined above can expect success about 20 to 25 percent of the time; i.e., about one class per four or five contacts.

C. A SMORGASBORD OF ADDITIONAL STRATEGIES

The two methods discussed at length above--1) use of television, and 2) linkages with other agencies and business organizations--can serve the Co-Op Director well as vehicles to increase recruitment of older learners. Obviously, those are not the **only** vehicles.

One of the keys to successful recruitment is to make sure there is a constant stream of messages--via many media--about the services available through adult education. Dissemination of information is important. Listed below are methods used by various adult programs at various times to disseminate information.

91 WAYS TO SPREAD THE WORD

Part of the recruitment process involves dissemination of information about the program. Listed below are methods various programs have used.

Mass Media

Radio spot announcements
T.V. spot announcements
Guest appearances of students and teachers on radio and T.V. "talk shows"
Special weekly 15-minute radio show produced by ABE students
Newspaper ads in classified section
Newspaper news stories and feature stories
Weekly ABE column in newspaper

Specialized Media

Notice in weekly "shopper"
Bilingual newsletter distributed in community
Notice in city/county government office newsletter
Notice in church newsletters and bulletins
Notice in service organization newsletters
Bumper stickers
Portable trailer signs
Lapel buttons and pins
Match books
Emery boards
Pencils
Telephone directory (white & yellow pages)
College catalogues
Referral guides
Theater and motel marquees

Brochures and Fliers

Distributed door to door (by Boy Scouts)
Sent home by elementary school children
Placed at checkout counter of stores and businesses
Stuffed in monthly billings sent by utility companies & telephone company
Attached to community bulletin boards in stores, schools and churches
Placed in reception area of doctors, dentists and local health agencies
Sent to service and social organizations
Mailed directly to homes
Distributed by current students to friends, family & relatives

Posters

Placed in drug stores, supermarkets, washaterias and miscellaneous local businesses
Placed in advertising space on walls of city buses
Placed in public library
Placed in elevators of public buildings

Exhibits

Set up at county fairs, ethnic festivals, home shows, farm and ranch shows, job fairs, etc.
Set up in church foyers, theater lobbies, shopping malls, social service agency waiting areas
Set up as window displays at local stores

Individual/Personal Contact

Door-to-door canvass of community by teachers and students
Telephone or personal follow-up of students by staff members or another student
Student word-of-mouth to family, friends and relatives
Staff person or paraprofessional assigned specifically to perform recruitment duties

Agency/Organization Contacts

Contact local businesses and industries to sponsor classes for employees, providing classroom space and "released time" to attend (difficult to pull off, but highly successful once established)
Be sure a contact name and your telephone number is included in referral guides or services maintained by local social service agencies

Groups to Contact

Area Agency on Aging
Chamber of Commerce
Churches
City offices
Community Centers
Community Schools
Convalescent centers
County Extension Office
County government offices
Dept. of Human Resources
Goodwill Industries
Hospitals
Jaycees, Kiwanis, Lions, Rotary
Labor unions
League of Women Voters
LULAC
Mental Health & Mental Retardation
Migrant Parent groups
Nursing homes
Nutrition Sites
Parent-Teacher Association
Private employment agencies
Private schools
Public Housing Authority
Retirement Housing Complexes
Retirement Medical Complexes
Salvation Army
Senior Centers
Senior citizen advocacy groups
Social Security office
Texas Employment Commission
Texas Rehabilitation Commission
Veterans Administration
YMCA & YWCA

Innovative or Unusual Methods

Ball point pens awarded to students for bringing visitors who subsequently are enrolled
"Withdrawal" packets, with brochure and other information about ABE, given to students dropping out of high school
Persuading college and university professors to assign students to develop "recruitment projects," such as community surveys (sociology classes), media announcements (radio/T.V. classes), or setting up tutoring services for homebound (education classes)
A well-publicized bingo party, with prizes donated by local merchants
Holding formal graduation ceremonies for adults who complete GED or High School diploma
Setting aside one week each fall and spring to stage a "recruitment blitz" in which all staff members devote time and energy to recruiting, and a variety of dissemination techniques are used simultaneously (T.V., radio, door-to-door, etc.)
Set up a student committee or advisory council to design and implement a recruitment program
Mailout announcements with a telegram format
Arrange to receive visa slips from U.S. Immigration and Naturalization Service for new immigrants who will reside in the Co-Op area
Fabric patches to sew on caps and sleeves
Laminated tent cards for tables in cafeterias, restaurants, and lunch rooms
Work to elect a school board representative sympathetic with ABE aims
Toll-free "hotline" telephone referral and information service
Printing "gift certificates" for staff and students to distribute to potential students (blank spaces to fill in names of giver and receiver)

IV. A FINAL WORD

Among all the ingredients needed for successfully recruiting older learners, one stands above all others: **commitment.** This ingredient was the **first** "condition" discussed, and its importance dictates that it be mentioned again **last.** No Co-Op will operate a successful program for older learners unless the Director honestly and actively supports the effort. Many Directors appear not to comprehend the great extent to which their own philosophical stance shapes the nature of the Co-Op. The Director's own beliefs, values and attitudes are ultimately reflected in the policies and processes that drive the Co-Op machine.

Co-Op Directors have the authority, opportunity and obligation to address the educational needs of older adults. Directors who successfully program for older learners will be those who can honestly affirm the Teacher's Creed:

1. Senior adults have a **right** to learn
2. Senior adults **need** to learn
3. Senior adults **can** learn
4. Senior adults **will** learn

PSA's TARGETED ON OLDER ADULTS

If you send a blank 3/4" color videocassette to TEA/DACEP, you will receive a set of PSA's, as titled below:

#1: Senior Adults
#2: Closed Doors
#3: Never Too Old to Learn
#4: Don't Have To Be Young (Version A)*
#5: Don't Have To Be Young (Version B)*
#6: Spanish-language Version of #4

Each PSA has a "tag" at the end. This is a short space in which to insert the telephone # you want viewers to call. Normally, this number is inserted visually by the T.V. station, using a machine called a "character generator." The station also may have an announcer say something like: "For more information, call (telephone #) ____."

Be sure to tell the T.V. station personnel about the "tag," and give them the telephone number you wish used.

*Version A mentions the ALC; version B mentions ABE classes. Use whichever is appropriate for your Co-Op.

APPENDICES

TEXAS VOLUNTARY ACTION CENTERS

Lynda Calcote, Director
Volunteer Clearinghouse of Abilene
774 Butternut
Abilene, Texas 79602
915/672-5661

Barbara Cowart, Director
Voluntary Action Center
P. O. Box 3069
Amarillo, Texas 79106
806/376-6714

Mary Murray, Director
Volunteer and Information Center
208 West Main
Arlington, Texas 76010
817/274-2534

Betty New, Director
Voluntary Action Center
2218 Pershing
Austin, Texas 78723
512/926-5598

Volunteer Action Center of Canyon Lake
Elizabeth Park, Chairman
Rt. 7, Box 620-F
Canyon Lake, Texas 78130
512/899-2384
Naomi Nentwig, Vice Chairman
Rt. 4, Box 568-D
Canyon Lake, Texas 78130
512/899-2387

Paula Gaut, Executive Director
Voluntary Action Center for the Coastal Bend
1546 South Brownlee
Corpus Christi, Texas 78404
512/883-0931

Michael King, Executive Director
Volunteer Center
2800 Routh St., Suite 210
Dallas, Texas 75201
214/744-1194

Vivienne Corn, Director
Volunteer Bureau of the United Way
P. O. Box 3488
El Paso, Texas 79923
915/532-4919

Wanda C. Pyburn, Director
Volunteer Center
210 East Ninth Street
Fort Worth, Texas 76102
817/336-1168

Margaret Plumlee, Director
Voluntary Action Center of Cooke County
P. O. Box 607
Gainesville, Texas 76240
817/668-6403

Judy Shaver, Coordinator
Voluntary Action Center of Hunt County
3720 O'Neal
Greenville, Texas 75401
214/455-3944

Carrie Moseley, Director
Voluntary Action Center of Houston & Harris Co.
3100 Timmons Lane, Suite 100
Houston, Texas 77027
713/965-0031

Martha Whitehead, Director
Voluntary Action Center
P. O. Box 866
Longview, Texas 75601
214/753-4749

Kathryn Powell, Director
Volunteer Bureau
2201 19th St.
Lubbock, Texas 79414
806/747-2711

Frances Muehleisen, Coordinator
Volunteer Action Center
511 Highway 81 West
New Braunfels, Texas 78130
512/629-1251

Lynne Marion, Volunteer Center Chairman
Information & Referral Center of Plano
1111 Avenue H
Plano, Texas 75074
214/422-1850

Sharon Eisenmenger, Executive Director
Voluntary Action Center/United Way
Cypress Towers, Suite 317
1222 N. Main Avenue
San Antonio, Texas 78212
512/226-8816

Becky Brown
VAC of Montgomery County
25132 Oakhurst #250
Spring, Texas 77373
713/292-4155 or 1/800/392-6745

Marie Benson, Executive Director
Volunteer Service Bureau
3000 Texas Boulevard
Texarkana, Texas 75503
214/793-4903

Elaine Schuenemann, Director
Victoria Voluntary Action Center
P. O. Box 1487
Victoria, Texas 77901
512/575-8279

Bonnie Thornton, Director
Sally McGaha, Coordinator
Community Council/VAC
700 Scott, Room 309
Wichita Falls, Texas 76301
817/723-4194

Directory of Area Agencies on Aging

Alamo Area Agency on Aging
Three Americas Bldg., Suite 400
San Antonio, Texas 78205
512/225-5201
(Serves Atascosa, Bandera, Comal, Frio, Gillespie, Guadalupe, Karnes, Kendall, Kerr, Medina, and Wilson Counties)

Ark-Tex Area Agency on Aging
P.O. Box 5307
Texarkana, Texas 75501
214/794-3481
(Serves Bowie, Cass, Delta, Franklin, Hopkins, Lamar, Morris, Red River, and Titus Counties)

Bexar County Area Agency on Aging
Three Americas Bldg., Suite 400
San Antonio, Texas 78205
512/225-5201
(Serves Bexar County)

Brazos Valley Area Agency on Aging
P.O. Drawer 4128
3006 East 29th St.
Bryan, Texas 77801
713/822-7421
(Serves Brazos, Burleson, Grimes, Leon, Madison, Robertson, and Washington Counties)

Capital Area Agency on Aging
2520 Interstate Hwy. 35 South
Suite 100
Austin, Texas 78704
512/443-7653
(Serves Bastrop, Blanco, Burnet, Caldwell, Fayette, Hays, Lee, Llano, Travis, and Williamson Counties)

Central Texas Area Agency on Aging
P.O. Box 729
Belton, Texas 76513
817/939-1801
(Serves Bell, Coryell, Hamilton, Lampasas, Milam, Mills, and San Saba Counties)

Coastal Bend Area Agency on Aging
P.O. Box 6609
2910 Leopard
Corpus Christi, Texas 78408
512/883-5743
(Serves Aransas, Bee, Brooks, Duval, Jim Wells, Kenedy, Kleberg, Live Oak, McMullen, Nueces, Refugio, and San Patricio Counties)

Concho Valley Area Agency on Aging
5002 Knickerbocker Road
San Angelo, Texas 76901
915/944-9666
(Serves Coke, Concho, Crockett, Irion, Kimble, Mason, McCulloch, Menard, Reagan, Schleicher, Sterling, Sutton, and Tom Green Counties)

Dallas County Area Agency on Aging
1900 Pacific Ave. Bldg.
Suite 1725
Dallas, Texas 75201
214/741-5851
(Serves Dallas County)

Deep East Texas Area Agency on Aging
272 East Lamar St.
Jasper, Texas 75951
713/384-5704
(Serves Angelina, Houston, Jasper, Nacogdoches, Newton, Polk, Sabine, San Augustine, San Jacinto, Shelby, Trinity, and Tyler Counties)

East Texas Area Agency on Aging
Stoneridge Plaza Office Bldg.
3800 Stone Road
Kilgore, Texas 75662
214/984-8641
(Serves Anderson, Camp, Cherokee, Gregg, Harrison, Henderson, Marion, Panola, Rains, Rusk, Smith, Upshur, Van Zandt, and Wood Counties)

Golden Crescent Area Agency on Aging
P.O. Box 2028
Victoria, Texas 77901
512/578-1587
(Serves Calhoun, DeWitt, Goliad, Gonzales, Jackson, Lavaca, and Victoria Counties)

Harris County Area Agency on Aging
P.O. Box 1562
Houston, Texas 77001
713/757-7822
(Serves Harris County)

Heart of Texas Area Agency on Aging
320 Franklin Ave.
Waco, Texas 76701
817/756-6631
(Serves Bosque, Falls, Freestone, Hill, Limestone, and McLennan Counties)

Houston-Galveston Area Agency on Aging
P.O. Box 22777
Houston, Texas 77027
713/627-3200
(Serves Austin, Brazoria, Chambers, Colorado, Fort Bend, Galveston, Liberty, Matagorda, Montgomery, Walker, Waller, and Wharton Counties)

Lower Rio Grande Valley Area Agency on Aging
First National Bank Bldg.
Suites 301 and 303
McAllen, Texas 78501
512/686-2151
(Serves Cameron, Hidalgo, and Willacy Counties)

Middle Rio Grande Valley Area Agency on Aging
P.O. Box 702
Carrizo Springs, Texas 78834
512/876-3533
(Serves Dimmit, Edwards, Kinney, La Salle, Maverick, Real, Uvalde, Val Verde, and Zavala Counties)

North Central Texas Area Agency on Aging
P.O. Drawer COG
Arlington, Texas 76011
817/640-3300
(Serves Collin, Denton, Ellis, Erath, Hood, Hunt, Johnson, Kaufman, Navarro, Palo Pinto, Parker, Rockwall, Somervell, and Wise Counties)

APPENDIX C

North Texas Area Agency on Aging
2101 Kemp Blvd.
Wichita Falls, Texas 76309
817/322-5281
(Serves Archer, Baylor, Childress, Clay, Cottle, Foard, Hardeman, Jack, Montague, Wichita, Wilbarger, and Young Counties)

Panhandle Area Agency on Aging
P.O. Box 9257
Amarillo, Texas 79105
806/372-3381
(Serves Armstrong, Briscoe, Carson, Castro, Collingsworth, Dallam, Deaf Smith, Donley, Gray, Hall, Hansford, Hartley, Hemphill, Hutchinson, Lipscomb, Moore, Ochiltree, Oldham, Parmer, Potter, Randall, Roberts, Sherman, Swisher, and Wheeler Counties)

Permian Basin Area Agency on Aging
P.O. Box 6391
Midland, Texas 79701
915/563-1061
(Serves Andrews, Borden, Crane, Dawson, Ector, Gaines, Glasscock, Howard, Loving, Martin, Midland, Pecos, Reeves, Terrell, Upton, Ward, and Winkler Counties)

South East Texas Area Agency on Aging
P.O. Drawer 1387
Nederland, Texas 77627
713/727-2384
(Serves Hardin, Jefferson, and Orange Counties)

South Plains Area Agency on Aging
1709 26th St.
Lubbock, Texas 79411
806/762-8721
(Serves Bailey, Cochran, Crosby, Dickens, Floyd, Garza, Hale, Hockley, King, Lamb, Lubbock, Lynn, Motley, Terry, and Yoakum Counties)

South Texas Area Agency on Aging
P.O. Box 2187
600 Sandman, Laredo Airport
Laredo, Texas 78041
512/722-3995
(Serves Jim Hogg, Starr, Webb, and Zapata Counties)

Tarrant County Area Agency on Aging
210 East Ninth St.
Fort Worth, Texas 76102
817/335-3473
(Serves Tarrant County)

Texoma Area Agency on Aging
10000 Grayson Drive
Denison, Texas 75020
214/786-2955
(Serves Cooke, Fannin, and Grayson Counties)

West Central Texas Area Agency on Aging
P.O. Box 3195
Abilene, Texas 79604
915/672-8544
(Serves Brown, Callahan, Coleman, Comanche, Eastland, Fisher, Haskell, Jones, Kent, Knox, Mitchell, Nolan, Runnels, Scurry, Shackelford, Stephens, Stonewall, Taylor, and Throckmorton Counties)

West Texas Area Agency on Aging
The Mills Bldg., Suite 700
303 North Oregon St.
El Paso, Texas 79901
915/532-2910
(Serves Brewster, Culberson, El Paso, Hudspeth, Jeff Davis, and Presidio Counties)

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PROGRAM SPECIALIST: (Katie Durst)

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El Paso, Texas 79901
915/532-2910
PROGRAM SPECIALIST: (Alex Guerra)

KTBC-TV

TIMES MIRROR BROADCASTING

CHANNEL 7 A CBS AFFILIATE

PUBLIC SERVICE INFORMATION FOR CHANNEL 7

WHAT IS A PSA?

PSA stands for public service announcement. A PSA is a non-commercial spot message that is aired on a radio or television station. PSA's are designed to inform Channel 7 viewers about public services or non-commercial events of non-profit organizations.

There are two types of PSA's. One type is the complete video and audio public service announcement that will air repeatedly on Channel 7. But some events cannot easily be coupled with visuals and can better be covered by a simple, press-release style of PSA that will be announced on our community bulletin board program, "People, Places, and Things". To submit the latter, contact:

Jay Hodgson
KTBC-TV
P.O. Box 2223
Austin, TX 78768

WHO RECEIVES PSA TIME FROM CHANNEL 7?

Channel 7 serves a vast audience in Central Texas, and we try to use PSA's from local or regional, non-profit organizations as much as possible. Decisions on use and time allotments are made on a case-by-case basis by the Public Service Director.

DO PSA's COST ANYTHING TO YOUR ORGANIZATION?

Generally speaking, no. PSAs are aired free of charge. If expenses are incurred in the production of spots that will not run in this market, those expenses will be charged to the group. Channel 7 will make dubs or copies of PSAs for the other two stations in town without charge - provided that the other two public service directors have been contacted by the organization and have expressed a desire to receive a dub.

WHO DOES THE WORK ON PSAs?

The organization does most of the work. Channel 7 will provide advice and technical assistance when necessary. The station will, when time permits, make a studio production video tape spot, but only when the organization provides copy, artwork, slides, props, etc.

GUIDELINES FOR COPY, SLIDES, VIDEOTAPE, AND FILM.

COPY: May be either :30 or :60 seconds. We rarely use :10 seconds spots and never use :20 second spots.
Must be typewritten and provided to the station.

Should allow for editting at the discretion of the PSA director.

SLIDES: Must be :35mm.
Must be shot in a horizontal format - allowing room to be cropped off 1/16th on all edges.
Must be high quality color.
Information slides or logo slides should be black and white or well-saturated color.

VIDEO TAPE: 2 inch, high-band color or 3/4 inch color videocassette.
Must be of high quality in terms of content.
Must meet minimum standards technically.

FILM: Must be :16mm. color film.

ANNOUNCER: Station personnel can cut the copy for the PSA, or the organization can provide an announcer. If you opt to provide your own "voice", pay careful attention to the quality of the announcer's voice. Far too often organizations bring "just someone in the group who sounds nice" to cut their copy. Professional-sounding audio is imperative in PSAs in order to retain audience interest.

DEADLINES

Ten (10) working days notice are required before the spot goes on the air. If there is production to be done by the station, an additional ten(10) days are required to allow for scheduling and production. Public service time is available on a first-come first-serve basis, so plan your activities as far in advance as possible.

WHEN THE SPOTS WILL AIR

All PSAs are put on the log on a Run-of- Schedule (ROS) basis. That means that they can appear on the log wherever there is no commercial time scheduled. Channel 7 feels that because public service is so vital to the community, there should be a certain number of spots each day that are blocked out exclusively for public service announcements. In addition to these guaranteed times, we run as many other PSAs as our scheduling will allow.

If the PSA is for a specific, upcoming event, the end date for the spot is the date of the event. If a spot is open-ended, or general, it will run no longer than two consecutive months. It can be kept in our files to be run again at a later date.

THINGS TO REMEMBER

There are always more requests for public service time than there is time available. Stations are forced to be selective. You are more likely to gain access to PSA time if you call or visit with the Public Service Director than if you just mail in your information.

ALL PSA SPOTS FOR TV MUST HAVE SOME SORT OF VISUAL.

You should know who you are trying to reach with your PSA.

Please be prepared before you go see or call a PSA director. Know what you have available and present your needs in a concise manner. Television is a hectic business with many demands, so try to make your visit with the PSA director quick and effective. And, please, make an appointment before you come in. It's very difficult to adequately serve your organization on a drop-in basis.

I'm sure that there are questions that you might still have. It is impossible to cover everything with this list, so feel free to call with other questions.

Thank you for calling on Channel 7 with your public service announcements, and we will try to accomodate as many organizations as possible.

Write or call:

KTBC-TV
P.O.Box 2223
Austin, TX 78768

Attention: Judy Mann, Public Service Director

Phone Number: 512/476-7777

Used with Permission of KTBC-TV, Austin, Texas.

SAMPLE - CHANGE TO FIT YOUR CO-OP

MODEL RELEASE

Program Title: _____

Person Participating: _____

Production Date: _____

Production Location: _____

I have agreed to participate in the above designated program, which I understand may be recorded for duplication and distribution throughout Texas.

I agree that this program may be edited as desired and broadcast; that audiovisual cassettes may be made of it and such cassettes distributed; that it may be exhibited on closed circuit broadcast systems; that it may be published in any matter that The University of Texas at Austin deems appropriate; and that it may be used for any other purpose that The University of Texas at Austin may deem appropriate. I further agree that my name, likeness, voice, and biographical material about me may be used in connection with publicity about the program or institutional promotional purposes. I do hereby release The University of Texas at Austin from all claims or causes of action that may arise in whole or in part from the broadcast or any other use of or promotion of such program, including but not limited to, for invasion of privacy rights, defamation, and violation of any intellectual property right that I have in such program.

Name: _____

Address: _____

_____

Date: _____

_____ _____

(Date)

Ken Stedman, Project Coordinator
Recruiting & Working with Older Learners
Adult, Continuing & Higher Education
Dept. of Curriculum & Instruction
EDB 406
The University of Texas at Austin
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DIRECTOR'S GUIDE TO RECRUITING OLDER LEARNERS

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